

June 9, 2017

Dear Rising 7th and 8th Grade Students,

Welcome to the ITS Middle School Summer Reading Program! Summer is a great time to delve into books and it is essential for your child to continue to grow and develop as a reader. The only way to become a stronger reader is to practice. Students are expected to read a **minimum of 4** books at or above your reading level over the summer break.

8th Grade

1 required selection, 1 choice from list, 2 free choices

7th Grade

1 choice from list, 3 free choices

Your expectations for demonstrating your summer reading are:

1. Fill in your reading log and have it signed **DUE August 24, 2017**
2. Complete journal entries for 2 books (see handout) **DUE August 24, 2017**
3. Book Talk Planning for 3rd or 4th selection (see handout) **DUE August 24, 2017**

Presentations will start at random starting August 28. Information and expectations will be given upon return to school. Basically, a book talk is a brief speech enticing others to read the book.

I encourage parents and guardians to be actively involved in the book selection process by reviewing and approving the books that your child reads, as well as reading with your child. Please use your library to find selections.

All information will be available on the school website. If you have any questions please contact me by email.

kim.spotts@inspiredteachingschool.org

Enjoy your summer and Happy Reading!

Kim Spotts
English Department

Below are a few links to some reading lists:

<http://www.ala.org/yalsa/booklistsawards/booklists>

<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal>

<http://www.ala.org/alsc/publications-resources/book-lists/2017-summer-reading-list>

Rising 8th Grade

Required: *To Kill a Mockingbird* by Harper Lee (school provided, one of your journal entries)

Choose 1:

Soul Surfer by Bethany Hamilton

Kindred by Octavia Butler

Pride and Prejudice Jane Austen

After Tupac and D Foster by Jacqueline Woodson

1984- George Orwell

House of Purple Cedar by Tim Tingle

Slaughter House-Five by Kurt Vonnegut

Free Choice: 2 books

Rising 7th Grade

Turning 15 on the Road to Freedom: My Story of the Selma Voting Rights March by by Elspeth Leacock and Susan Buckley

Animal Farm by George Orwell

The Color of Water- James McBride

The Skin I'm In- Sharon Flake

Speak by Laurie Halse Anderson

The Chosen by Chaim Potok

The Catcher in the Rye by JD Salinger

The Outsiders by SE Hinton

The Boy in the striped Pajamas by John Boyn

Brave New World- Aldous Huxley

The Scarlet Letter-Nathaniel Hawthorne

Night-Elie Wiesel

Night-Elie Wiesel

Frankenstein- Mary Shelley

Name _____

Book #1

Title

Author

All responses should be in the form of an academic paragraph

An important event or idea in this book is (be sure to describe it)...

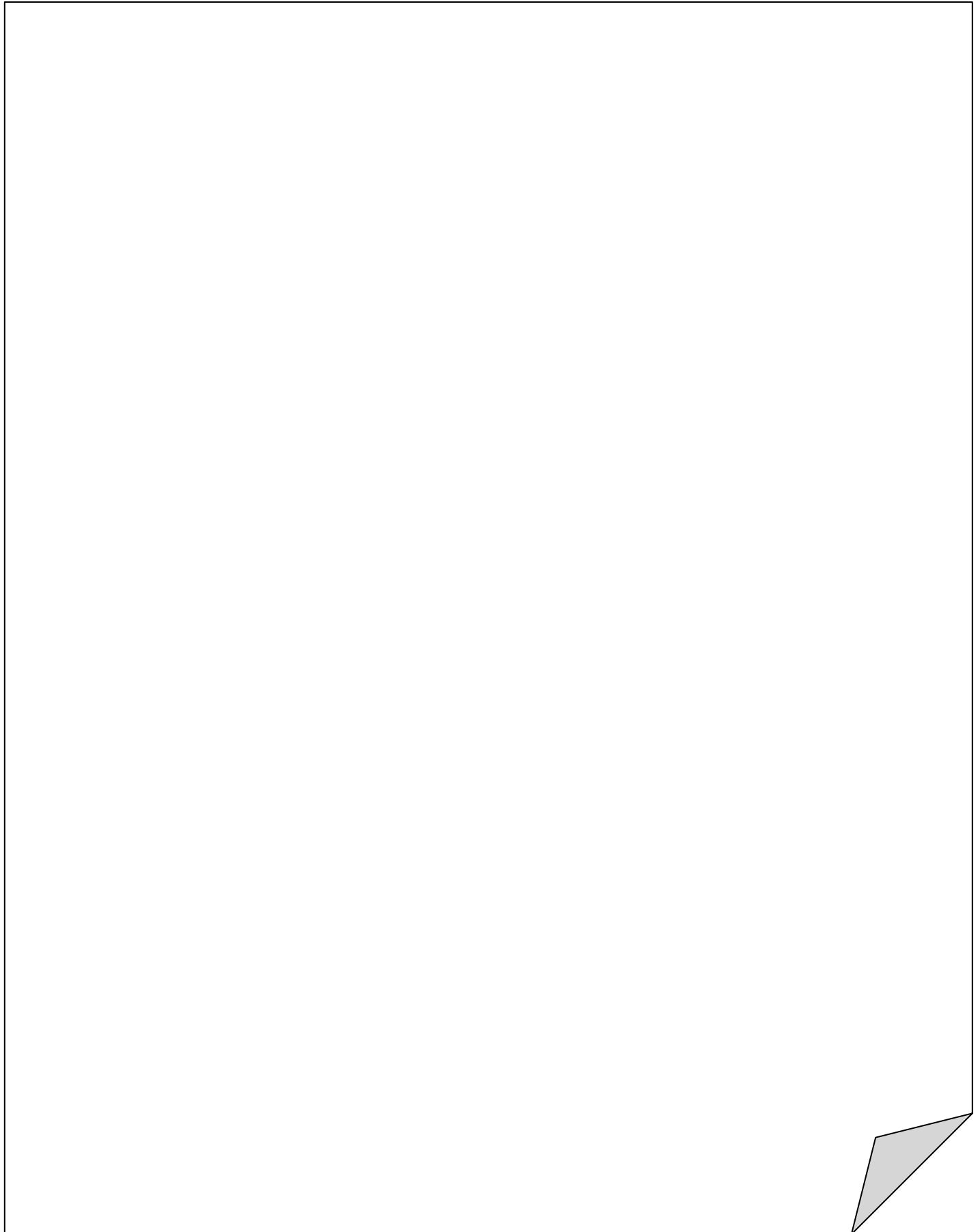
I chose this event as important because...

How does this book connect to your own personal life experiences, other pieces of literature, or historical events? Explain. (Text to text, text to self, text to world)

Name _____

Book #1

Personal Reaction: Did you enjoy this book? Why or why not? Try to give some specific examples from the book of things you did or did not like.

A large empty rectangular box for writing a personal reaction. The box is outlined in black and occupies most of the page. In the bottom right corner, there is a small gray triangle pointing outwards, resembling a folded corner of a piece of paper.

Name _____

Book #2

Title

Author

All responses should be in the form of an academic paragraph

Who is the protagonist (main character) and what conflict did they overcome?

The theme of the book is..... I know this because...(provide evidence)

How does this book connect to your own personal life experiences, other pieces of literature, or historical events? Explain. (Text to text, text to self, text to world)

Name _____

Book #2

Personal Reaction: Did you enjoy this book? Why or why not? Try to give some specific examples from the book of things you did or did not like.

A large empty rectangular box with a thin black border, intended for writing a personal reaction. In the bottom right corner, there is a small gray triangle pointing outwards, resembling a folded page corner.

Part 2

Book Talk Planning

A book talk is a 2-4 minute speech to persuade others to read the book-think movie trailer

Which book do I plan to use for my book talk?

List 2 possible quotes from the book that you possibly could use for your book talk. Remember that in MLA Format you must place the quote in quotation marks followed by the page number in parenthesis. "He cried"(55).

What about this book do I want to draw the audience's attention to in order to persuade him or her to read the book.

Who is the protagonist? _____

What problem or conflict did he or she have to overcome?

What is the theme of the novel? Remember, theme is the message or advice the author is trying to convey.

Give evidence to support your claim. MLA Format

Rubric for Summer Reading Assignment

Name _____ /30 pts

Standard	4 (9-10pts)	3 (8pts)	2 (7pts)	1 (<6 pts)
<p>Reading log and book selection CCSS.ELA–LITERACY.RL.8.10, 7.10, 6.10, 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Student read 3 books that were at or above student’s reading level. One selection came from the required reading list. The selections were challenging. Log is signed by both student and/or guardian</p>	<p>Student read 3 books that mostly were at the student’s reading level. Most selections were challenging. May not have read one book from required reading list Log is signed by both student and/or guardian</p>	<p>Student read less than 3 books and most books were below the student’s reading level. Log is signed only by student</p>	<p>Student did not read any books, Log is not signed or complete</p>
<p>Language CCSS.ELA–LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.3,6.3,5.3</p>	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>
<p>Written Expression CCSS.ELA–LITERACY.W.8.2, 7.2, 6.2, 5.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style.</p>	<p>The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style.</p>	<p>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective.</p>	<p>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; development of claim or topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence;has a style that is minimally effective.</p>

